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ABSTRACT

Programs in Spanish as a second language in the elementary school propose to develop pupils' ability to communicate in Spanish and to interact comfortably within Hispanic culture, particularly bilingual-bicultural speech communities. The Spanish SL teacher should be competent in choosing and implementing techniques and materials for teaching language skills, should be knowledgeable of the nature of language and language acquisition, and should be sensitive to values, attitudes and behavioral patterns of the learner's cultural milieu and the target culture. In the course outlined here, held in Summer 1975 at Florida International University, the students participated in reading, discussion, field research and Spanish SL classroom teaching designed to develop these teacher competencies. Five modules for the course, provided here, deal with language acquisition theories, audiolingual methodology, "concept-content" approaches to second language teaching, culture, and selection of curriculum materials. Each module consists of statements of tasks and "enablers" and lists of instructional resources for that module. (CHK)

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SPA 497

SPECIAL TOPICS: METHODS OF TEACHING

SPANISH TO NON-NATIVE SPEAKERS (SPANISH SL)

BEST COPY AVAILABLE

Prepared for the Department of Modern Languages

Florida International University

Summer 1975

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Introduction to Spanish SL Modules

Spanish SL Programs in the elementary school propose to develop pupils' ability tc communicate in Spanish and to interact comfortably within Hispanic culture, particularly bilingual-bicultural speech communities. To facilitate this process the Spanish SL teacher should be competent in choosing and implementing techniques and materials for teaching language skills, should be knowledgeable of the nature of language and language acquisition, and should be sensitive to values, attitudes, and behavioral patterns of the learner's cultural milieu and the target culture. In this course the student will participate in reading, discussion, field research, and Spanish SL classroom teaching designed to develop these teacher competencies.

Required textbooks

Allen, E. and Rebecca Valette. Foreign Language Classroom Techniques. Harcourt Brace Jovanovich.

Finocchiaro, Mary. Teaching Children Foreign Languages. McGraw-Hill.

Seeyle, H.N. Teaching Culture. National Textbook Company.

Recommended books

Stockwell, Bowen, Martin. The Gramatical Structure of English and Spanish. University of Chicago Press.

Seco, Manuel. Gramática Esencial del Español. Aguilar.

Jakobovits, Leon, and Barbara Gordon. The Context of Foreign Language Teaching. Newbury House.

MODULE I

Language Acquisition Theories

Introduction

This module is designed to acquaint the students with current psycholinguistic research on language acquisitions and to sensitize them to interference phenomena in language performance.

Task I

The student will compare and contrast the "empirical" and "rational" theories of language acquisition.

Enablers

1. Provided by the teacher in class.

2. The student will read from the instructional resources

   a. Bloomfield
   b. Brooks
   c. Langacker
   d. Jakobovits

Instructional Resources

See list at the end of Module I

Task II

The students will participate in a panel discussion on similarities and differences on first langauge acquisition and second language acquisition.

Enablers

1. The students will read the articles listed in the instructional resources by Susan Ervin-Tripp, Clifford Prator and Leon Jakobovits.

2. The student will define positive linguistic transference.

3. The student will define negative transference or interference.

Instructional Resources

See list at the end of Module I

Task III

The students will visit the Teacher Training Center and record the oral performance of pupils in Spanish S and/or Spanish SL classes at grades 2, 4 and 6 and obtain samples of linguistic interference (group task and/or individual task).

Enablers

1. The student will provide examples of phonological interference.
2. The student will provide examples of morphological interference.
3. The student will provide examples of lexical interference.
4. The student will provide examples of semantic interference.
5. The student will provide examples of syntactic interference.

Instructional Resources

See list at the end of Module I

Task IV

The students will obtain writing samples of Spanish S and/or Spanish SL pupils in grades 2, 4, and 6 and will discuss the evidence found of interference.

Enablers

1. The student will contrast the notion of interlanguage interference versus intralanguage interference.
2. The student will define orthographic interference.

Instructional Resources for Module I

Bloomfield, Leonard. Language (Chapter 2). New York: Holt, Rinehart and Winston, 1933.

Brooks, Nelson. Language and Language Learning (Chapter 4 "Language Learning"). New York: Harcourt, Brace and World, 1960.

DiPietro, Robert. Language Structures in Contrast. Rowley, Massachusetts: Newbury House, 1971.

Ervin-Tripp, Susan M. "Is Second Language Learning Like The First?" TESOL Quarterly 8, 1974, pp. 111-127.

Jakobovits, Leon. "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language." Readings in Applied Transformational Grammar. Ed. by Mark Lester. New York: Holt, Rinehart and Winston, 1970, pp. 253-276.

Jakobovits, Leon. "Second Langauge Learning and Transfer Theory." Language Learning 19. 1969, pp. 55-86.

Lakoff, Robin. "Transformational Grammar and Language Teaching." Language Learning 19. 1969, pp. 117-140.

Langacker, Ronald W. Chapter 9. "The Universality of Language Design." Language and its Structure. New York: Harcourt, Brace and Jovanovich, 1973.

Prator, Clifford. "Adding a Second Language." TESOL Quarterly 3, 1969, pp. 95-104.

Stockwell, R. and J. Donald Bowen. The Sounds of English and Spanish. Chicago, Illinois: University of Chicago Press, 1965.

Stockwell, R., J. Donald Bowen, and J. Martin. The Grammatical Structures of English and Spanish. Chicago, Illinois: University of Chicago Press, 1965.

MODULE II

Audio-lingual Methodology

Introduction

The Audio-lingual method of second language instruction has dominated the language teaching field for the past two decades. Although audio-lingual approach was a major advancement in second language pedagogy, it has recently received strong negative criticism. The positive and negative aspects of audio-lingualism deserve careful study.

Goals

The student will make a critical examination of the audio-lingual approach to second language teaching. He/she will develop skills in teaching through this approach. The student will familiarize himself/herself with some instructional materials based on the principles of audio-lingualism. The student will argue for and against the approach.

Task I

Using Introducing Spanish or Let's Speak Spanish the student will teach a 5 minute mini lesson employing pattern dills. The micro lesson will be videotaped and critiqued by his/her peers.

Enablers

1. The student will define the goal of the audio-lingual approach to second language teaching.
2. The student will read Chapter 2 of Teaching Foreign Language Skills by Wilga M. Rivers and he/she will outline the basic tenents of the audio-lingual method.
3. The student will read pages 3-20 of the Teacher's Manual of Introducing Spanish by Robert Brooks.
4. The student will explain the role of habit formation in the audio-lingual methodology.
5. The student will determine the role of pattern drills in the audio-lingual methodology.
6. The student will prepare a taxonomy pattern practice drill.
7. The student will explain the relationship between pattern practice and habit formation.

Instructional Resources

See list at end of Module II

Task II

The student will visit the Teacher Training Center and will observe an SSL class. He/She will write a paragraph identifying what aspects of audio-lingual methodology were used by the SSL teacher. He/She will include a statement on the instructional materials employed.

Task III

The student will present Task I to a small group of students in the Teacher Training Center.

Task IV

The student will argue for an against the audio-lingual approach for second language teaching.

Enablers

1. The student will read Chapter 3 from The Development of Modern Language Skills: Theory to Practice by Kenneth Chastain

2. The student will read Chapter 4 from The Development of Modern Language Skills: Theory to Practice by Kenneth Chastain.

Entry Level

Completion of previous task before going to the next.

Instructional Resources for Module II

Brooks, Robert et al. Introducing Spanish. New York: Holt, Rinehart and Winston, 1964.

Brooks, Robert et al. Teacher's Manual for Introducing Spanish. New York: Holt, Rinehart and Winston, 1964.

Brown, T. Grant. "In Defense of Pattern Practice" Language Learning 19, 1969, pp. 191-203.

Chastain, Kenneth. The Development of Modern Language Skills: Theory to Practice. Philadelphia: Center for Curriculum Development, 1971.

Finocchiaro, Mary. Teaching Children Foreign Languages. McGraw-Hill

Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, 1964.

Politzer, Robert L. Foreign Langauge Learning. Englewood Cliffs, N. J.: Prentice-Hall, 1965.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chiocago Press, 1968.

Schmitt, Conrad J. Let's Speak Spanish 4 (Teacher's Guide). New York: McGraw-Hill, Webster Division, 1966.

MODULE III

'Concept-Content' Approaches to Second Language Teaching

Goals

The student will make a critical examination of the concept-content approach to second language teaching. He/She will develop skills in teaching through this approach. The student will familiarize himself/herself with some instructional materials based on the principles of the concept-content approach. The student will argue for and against the approach.

Task I

The student will compare and contrast the audio-lingual approach to language teaching with the concept approach by participating in a panel discussion in class.

Enablers

1. The student will define the goal of the concept-content approach to second language teaching.
2. The student will define communicative-competence.
3. The student will outline the basic tenents of the concept-content approach to language teaching.
4. The student will explain the role of communicative competence in the concept-content approach.
5. The student will examine the Multidisciplinary Language Elements for Bilingual Schools developed by the Division of Instruction of Dade County Public Schools.

Instructional Resources

Chastain, Kenneth. The Development of Modern Language Skills: Theory to Practice. (Chapters 2, 4). Philadelphia: Center for Curriculum Development, 1971.

Hauptman, Philip C. "A Structural Approach vs. A Situational Approach to Foreign-Language Teaching." Language Learning 21, 1971, pp. 235-244.

Paulston, Christina Bratt. "Linguistic and Communicative Competence." TESOL Quarterly 8, 1974, pp. 347-362.

Spanish S-L: Multidisciplinary Language Elements for Bilingual Schools (K,1-2,3-4,5-6). Miami: Dade County School Board, 1971.

Task II

The student will visit the Teachers Training Center, will observe an SSL class and will determine if the goal of instruction is communicative competence.

Enablers

1. The student will identify three levels of competence.
2. The student will outline in specialized behavioral terms the three levels of competence.

Instructional Resources

Lee, Richard. "A Taxonomy of Second Language Behaviors." TESOL Quarterly 6, 3, September, 1972, pp. 209-220.

Paulston, Charistina Pratt. "Linguistic and Communicative Competence." TESOL Quarterly 8, 1974, pp. 347-362.

Rivers, Welga M. "Talking Off the Tops of Their Heads." TESOL Quarterly 6, 1972, pp. 71-81.

Valette, Rebecca M. "Developing and Evaluating Communication Skills in the Classroom." TESOL Quarterly 7, 1973, pp. 407-424.

Allen, Edward D. and Rebecca Valette. Modern Language Classroom Techniques. New York: Harcourt, Brace and Jovanovich, 1972.

Task III

The student will perform a micro-lesson using communication practice drills. The mini-lesson will be video-taped and critiqued by his/her peers.

Enablers

1. The student will contrast communication practice drills with pattern practice drills.
2. The student will describe the nature and form of a communication practice drill.

3. The student will develop a taxonomy of communication practice drills based on John Schumann's article "Communication Techniques."

Instructional Resrouces

Palmer, Adrian. "Teaching Communicatio.." Language Learning: A Journal of Applied Linguistics. Vol. XX, No. 1, June 1970.

Schumann, John. "Communication Techniques." TESOL Quarterly. Vol. VI, No. 2, June 1972.

Task IV

The student will perform a micro-lesson using communication practice drills in the Teacher Training Center. The student will record having performed this task.

Task V

Using the materials examined in Enabler 5, Task I, the student will teach a 5 minute mini-lesson describing the pupil's home environment. The micro-lesson will be video-taped and critiqued by his/her peers.

MODULE IV

Culture Module

Introduction

This module is designed to give the student tools for describing various behavioral elements of a culture, and for dealing with cultural attitudes in the bilingual school setting.

Task I

The student will list the various Hispanic micro-cultures present in the South Florida area.

Enablers

1. The student will define the notion of culture from an anthropological perspective.
2. The student will explain how the Spanish expressions "ser culto," and "tener cultura" contrast with the definition from enabler 1.
3. The student will explain the relationship of culture to language.
4. The student will explain the relationship of micro-culture (sub-culture) to dialect.
5. The student will explain the relationship of ideo-culture to ideolect.

Instructional Resources

Cuban Cultural Supplement. SCDC Spanish Curriculum Units. Miami: Spanish Curriculum Development Center.

Fast, Julius. Body Language. New York: M. Evans (J. B. Lippincott), 1970.

Hall, Edward T. The Hidden Dimension. New York: Doubleday Anchor, 1966.

Hall, Edward T. The Silent Language. New York: Fawcett, 1959.

Jakobovits, Leon and Barbara Gordon. The Context of Foreign Language Teaching. Rowley, Mass.: Newbury House Publishers, 1974.

Lado, Robert, Frances M. Aid, and Maria Kruvant. Massive Vocabulary Expansion Phase II. Washington D. C.: U.S. Office of Education, 1970.

Lambert, Wallace E. "A Social Psychology of Bilingualism." Journal of Social Issues 23. 1967, pp. 91-109.

Seelye, H. Ned. Teaching Culture. Skokie, Illinois: National Textbook Company, 1975.

Task II

The student will identify and describe the form and meaning of Kinesemes from Hispanic culture (either from the Mexican-American micro-culture, the Cuban-American micro-culture, or the Puerto-Rican-American micro-culture).

Enablers

1. The student will define kinesics.
2. The student will define kineseme.
3. The student will relate the notion of morpheme to kineseme.

Task III

The student will observe the psycho-motor, kinesic behavior patterns of a group of Spanish language origin students in the Teacher Training Center and interprete the form and meaning of the kinesemes.

Task IV

The student will demonstrate to his/her peers the kinesic behavior observed on Task III.

Task V

The student will visit an ESL classroom in which the teacher is of English origin and will observe the space allocation.

Task VI

The student will visit an SSL classroom in which the teacher is of Spanish language origin and will observe the space allocation.

Task VII

The student will observe how Spanish Language origin students react non-verbally to (a) Spanish teacher disciplinary action, (b) Spanish teacher reward and reinforcement behavior (group and/or individual task).

Task VIII

The student will observe how English language origin students react non-verbally to (a) disciplinary action from an English language origin teacher, (b) to the reward and reinforcement system used by the teacher (group and/or individual task).

Task IX

The student will observe how Spanish Language origin students react non-verbally to (a) disciplinary action from an English language origin teacher (b) to the reward and reinforcement system used by an English language origin teacher (group and/or individual task).

Task X

The student will observe how English language origin students react non-verbally to (a) disciplinary action from a Spanish language origin teacher (b) to the reward and reinforcement system used by a Spanish language origin teacher (group and/or individual task).

Task XI

The students will devise a questionnaire to determine parental attitudes in the Hispanic community toward Spanish S. (group task)

Enablers

1. The student will define instrumental motivation.
2. The student will define integrative motivation.
3. The students will examine a sample attitude questionnaire.

Task XII

The students will devise a questionnaire to determine parental attitudes in the English speaking community toward SSL. (group task)

Task XIII

The students will administer the questionnaires developed in the previous tasks. (group task)

Task XIV

The students will discuss the results of the questionnaires and will share their findings with the entire class. (group task)

Task XV

The students will devise a questionnaire to determine English language origin student attitudes toward SSL. (group task)

Task XVI

The students will devise a questionnaire to determine Spanish language origin student attitudes toward Spanish S. (group task)

Task XVII

The students will administer orally the questionnaires developed in the previous tasks to students in grades 2, 4 and 6. (group task)

Task XVIII

The students will discuss the results of the langauge attitude questionnaire developed in Tasks XV-XVII and will share their findings with the entire class. (group task)

Task XIX

The students will identify in a group discussion the strategies for developing positive integrative and instrumental motivation for the study of Spanish S and/or Spanish SL. (group task)

Task XX

The student will write a plan for the teacher's own strategies in developing positive attitudes toward Spanish SL and/or S learning. (individual task)

Entry level

For all tasks, completion of previous task.

MODULE V

Selection of Curriculum Materials

Introduction

This module is designed to integrate the students' critical abilities for the choice of appropriate curriculum materials for teaching Spanish as a second language.

Task I

The student will list a set of criteria for judging curriculum materials. (individual or group activity)

Enablers

1. The teacher will direct a review of the linguistic, psycholinguistic, methodological, and cultural dimensions of second language teaching.

2. The student will consult Wilga Rivers' criteria for judging textbooks.

Instructional Resources

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1968, p. 368.

Task II

The student will participate in a critique of the Spanish Curriculum Development Center materials and two other curriculum series. (group activity).

Instructional Resources

SCDC Spanish Curriculum Units: Spanish SL.

Other resources to be chosen by teacher and students.